New Faculty Orientation 2023

8:00-9:00	Registration and optional breakfast and coffee/tea
9:00-9:20	**Welcome to Georgia Tech** Dr. Rebecca Pope-Ruark, Director of the Office of Faculty Professional Development, Office of the Vice Provost for Faculty Dr. Leslie Sharp, Dean of Libraries Dr. Michelle Rinehart, Vice Provost for Faculty
9:20-9:50	**Welcome to Georgia Tech** Dr. Steve McLaughlin, Provost
9:50-10:00	**The Georgia Tech Community** Dr. Dawn Baunach, Associate Vice Provost for Faculty
10:00-10:20	**Who Are Georgia Tech's New Faculty?**
10:20-10:35	**Break**
10:35-11:20	**Breakouts on the Faculty Experience** (two sessions, choose one per session) *Faculty of Color* Pearl Alexander, Executive Director of Staff Diversity, Inclusion, and Engagement Dr. Archie Ervin, Vice President of Institute Diversity, Equity, and Inclusion and Chief Diversity Officer *Women+ Faculty and ADVANCE at Tech* Dr. Martha Grover, Professor of Chemical Biomolecular Engineering, and ADVANCE Professor, College of Engineering *Office of Sponsored Programs* Deanna Hendrickson, Director of Research Education, Outreach & Strategic Support Monte Hammon, Training and Outreach Coordinator *(see next page)*

	Entrepreneurship and Commercialization Dr. Raghupathy Sivakumar, Vice President for Commercialization and Chief Commercialization Officer Dr. Keith McGreggor, Director of VentureLab Michael Dixon, Director of Operations, Commercialization *Teaching Tour of Georgia Tech* Dr. Carol Subiño Sullivan, Assistant Director of Faculty Teaching and Learning, Center for Teaching and Learning *Community Outreach* Chris Burke, Executive Director of Community Relations Stephanie Douglas, Associate Director of Community Relations
11:20-11:50	**Research at Tech – The Research Enterprise (Crosland 7170)** Dr. Rob Butera, Chief Research Operations Officer Dr. Krista Walton, Professor and Associate Dean for Research, College of Engineering OR **Fostering Growth in Teaching (Crosland 4160)** Dr. Amanda Nolen, Faculty Teaching and Learning Specialist, Center for Teaching and Learning Dr. Vincent Spezzo, Assistant Director of Teaching and Learning Online, Center for Teaching and Learning
11:50-12:30	**Getting to Know Georgia Tech Faculty** Dr. Dan Amsterdam, Associate Professor, History and Sociology Dr. Joe Bozeman, Assistant Professor, Civil and Environmental Engineering Dr. Ben Galfond, Academic Professional, Chemical and Biomolecular Engineering Dr. Gongjie Li, Assistant Professor, Physics Dr. Danielle Willkens, Associate Professor, Architecture
12:30-1:30	**Lunch**
1:30-1:45	**Welcome and Introduction to the Teaching Environment** Dr. Larry Jacobs, Senior Vice Provost for Education and Learning
1:45-2:15	**Transformative Teaching and Learning at Tech** Dr. Laura Carruth, Director, Center for Teaching and Learning Dr. David Lawrence, Assistant Director, Center for Teaching and Learning Dr. Kate Williams, Assistant Director for TA Development and Future Faculty Initiatives, Center for Teaching and Learning

2:15-3:00	**Getting to Know Georgia Tech Students** Dr. John Stein, Associate Vice President for Student Life Panel of Students
3:00-3:15	**Break**
3:15-4:00	**Breakouts on the Student Experience** (two sessions, choose one per session) *Student Well-Being* Joi Alexander, Director of the Wellness Empowerment Center Shiraz Karaa, Center for Mental Health Care and Resources *Creating a Learning Environment for Student Success* Dr. Amanda Nolen, Center for Teaching and Learning Dr. Vincent Spezzo, Center for Teaching and Learning *Student DEI and LGBTQIA Resources* Dr. Sybrina Atwaters, OMED Educational Services Tegra Myanna, Director of the LGBTQIA Resource Center *Undergraduate Research and Vertically Integrated Projects (VIP)* Dr. Chris Reaves, Executive Director of High-Impact Learning Initiatives *Working with Graduate Students and Postdocs* Dr. Jana Stone, Assistant Vice Provost for Professional Development Dr. Karina Nguyễn, Assistant Director of Postdoctoral Services Dr. James Black, Assistant Director of Strategic Initiatives and Graduate Student Life *Student Affairs* Dr. John Stein, Associate Vice President for Student Life Tech Student Representatives
4:00-4:15	**Faculty Governance Overview** Dr. Karie Davis-Nozemack, Associate Professor, Scheller College of Business, and Faculty Executive Board Chair Dr. J. Rhett Mayor, Associate Professor, Mechanical Engineering, and Secretary of the Faculty
4:15-4:30	**Concluding Remarks and Alumni Welcome**
4:30-5:30	**Reception**

Workshops for Planning and Developing Your Writing Skills
Strategic Planning Your Semester
August 23 at 3:30 | August 24 at 11 Virtual (30 minutes)

Maximizing Your Writing Process
September 11 at 3:30 | September 12 at 11 Virtual (30 minutes)

Mentoring Graduate Student Writers
Wednesday, October 18 at 2 in person, location TBD (60 minutes)

Overcoming Writer's Block
Monday, November 6 at 3:30 | Tuesday, November 21 at 11 Virtual

Get Your Idea Out There! Writing for Higher Ed Media
Monday, December 4 from 3-4pm, in-person location TBD | Tuesday, December 12, 11am-12pm, virtual

Mastermind Accountability Groups
OFPD's virtual Mastermind groups will meet seven times between September and December. Each 60-minute meeting will include an opportunity to share successes, discuss roadblocks or concerns, and set goals for the next two-week period. Participants must be able to attend at least five of the seven scheduled meetings to ensure group consistency. Groups are forming for Mondays at 9am, Tuesdays at 3pm, and Wednesday at noon.

Fall Writing Retreats
Join other faculty writers for twice-monthly, three-hour virtual writing retreats to move forward the writing project(s) of your choice.

Wednesday, August 23, 9-12
Thursday, September 14, 9-12 | Wednesday, September 27, 1-4
Thursday, October 12, 9-12 | Wednesday, October 25, 1-4
Thursday, November 16, 9-12 | Wednesday, November 29, 1-4
Thursday, December 7, 9-12

Individual Coaching and Consulting Always Available
OFPD offers one-on-one coaching and consulting sessions with a certified coach, Dr. Rebecca Pope-Ruark. Coaching sessions are beneficial for considering professional values and growth opportunities, exploring professional interests, and troubleshooting feelings of stuckness and "what's next?" Consulting sessions are best for strategic planning, writing process development, time and priority management, and other tactical topics.

Learn more, and register! https://faculty.gatech.edu/fall-2023-faculty-professional-development

Georgia Tech's Strategic Plan for Diversity, Equity, and Inclusion

Goal 2.2 — Recruit, Retain, and Develop a Diverse Community of Faculty

Georgia Tech and each of its units will be recognized as exemplars among technological research universities for our relentless commitment to breaking new ground in addressing faculty equity, diversity, and inclusion.

How will we do this?

- Develop and instill a consistent and continual cultural narrative of how we thrive on diversity, equity, and inclusion by living our values, modeling inclusive behaviors, ensuring equity in processes, and rewarding performance to change the composition of the faculty and Institute leadership to increasingly reflect the demographic diversity of society at large.
- Utilize faculty evaluation processes and criteria that reflect and support our DEI values and best practices to yield increased diversity outcomes in hiring, retention, promotion, and tenure.
- Develop high-quality culturally, racially, and gender-sensitive mentoring, coaching, and sponsorship (both formal and informal) to increase diverse faculty success.
- Develop a diverse faculty recruitment pipeline that includes early identification and contact, relationship-building activities, and opportunities to access faculty appointments through postdoctoral fellowships and other early-career faculty appointments.

What does success look like?

- Increased compositional diversity of faculty at all ranks
- Parity in performance outcomes for career progression and advancement for all faculty by 2032
- Ensure all processes and procedures reflect accountability for achieving equitable outcomes in retention, recruitment, and development for faculty at all ranks

diversity.gatech.edu/deiplan

Defining Our Principles of Community

Fostering an environment that reflects our values of diversity, equity, inclusion, and belonging for every campus member requires first and foremost operationalizing these values. When applied, these principles create the behavioral expectations for a community and culture where we lead with our common humanity, embrace our differences and perspectives, care for each other's psychological integrity, regularly practice behaviors that connect us with one another, act as trustworthy stewards in our actions, and show up as forward-thinking students, faculty, and staff.

▶ **Inclusive Scholarship & Research** involves interrogating our work, disciplinary knowledge, methodologies, and research practices to ask how they affect our knowledge production, its application, our professional practices, ourselves as scholars, and different groups, communities, and populations. Inclusive scholarship requires constantly reflective practices that can affect all aspects of our academic enterprise.

▶ **Inclusive Teaching** practices ensure all students have opportunities to learn, thrive, and experience belonging in the classroom. Inclusive teachers have a critical awareness of their own perspectives, values, and implicit biases and ensure their classrooms enable and empower students to voice their own opinions, perspectives, consideration, and worldviews. Inclusive teaching involves supporting the multiple and intersectional identities of students in the classroom (LGBTQIA, students with disabilities, first-generation, international, underrepresented, veterans, etc.) and ensuring that all students are given equitable opportunities for learning and success.

▶ **Inclusive Innovation** focuses on addressing and creating solutions for real-life problems and social concerns that involve equity, diversity, and inclusion challenges. Inclusive innovation is interdisciplinary and creates connections between different stakeholders to create solutions that are transformative, culturally responsive, empathic, community-driven, and aimed at improving the life of groups negatively affected by inequities. Inclusive innovation also actively involves, includes, and empowers members of traditionally excluded groups in the design and creation of socially conscious solutions.

GT | Institute Diversity, Equity, and Inclusion

Read the full plan

ADVANCE Program

Supported by **Institute Diversity, Equity, and Inclusion,** Georgia Tech's **ADVANCE Program** builds and sustains an inter-college network of professors who are world-class researchers and role models to support the community and advancement of women and minority faculty by:

▶ Advocating for diversity, equity, and inclusion

▶ Advising campus leadership on policy and structure

▶ Increasing awareness and reducing the impact of implicit bias

▶ Making data-driven recommendations for faculty hiring, retention, advancement, and satisfaction

▶ Developing systemic and institutional approaches that increase the representation, full participation, and advancement of women and minorities in academic STEM careers

Goals

▶ Recommend policies and support structures to enhance equity and transparency in hiring, reappointment, tenure, and promotion processes through clarity of documents and practices, and awareness of bias in evaluation.

▶ Strengthen the scope and impact of productivity and livability practices for faculty at Georgia Tech.

▶ Create effective partnerships within and across all colleges through liaisons with Deans and through the Equity, Diversity, and Excellence Initiative.

Initiatives

▶ **Equity, Diversity, and Excellence Initiative (EDEI)**
Focuses on four areas — mentoring, transparency, bias awareness, and accountability — to help foster a diverse pool of talent, create an inclusive and equitable work climate, and support the career growth of existing faculty.

▶ **Implicit Bias Workshops**
Provides faculty workshops to increase awareness of implicit bias and to facilitate equitable decision-making across various processes related to faculty hiring and evaluations.

Meet the ADVANCE Professors

Annie Antón, Ph.D.
College of Computing
aa16@gatech.edu

Terry Blum, Ph.D.
Scheller College of Business
terry.blum@scheller.gatech.edu

Nancey Green Leigh, Ph.D.
College of Design
ngleigh@design.gatech.edu

Martha Grover, Ph.D.
College of Engineering
martha.grover@chbe.gatech.edu

Jennifer Curtis, Ph.D.
College of Sciences
jcurtis6@gatech.edu

Mary McDonald, Ph.D.
Ivan Allen College of Liberal Arts
mary.mcdonald@hsoc.gatech.edu

advance.gatech.edu

GT | Institute Diversity, Equity, and Inclusion

Equity and Compliance Programs

Through education, response, and collaboration, we illuminate and remove institutional barriers to equity & inclusion, while fostering a culture beyond compliance.

Our Equity and Compliance Programs office provides education, oversight, and guidance with adherence to applicable state and federal laws, regulations, professional standards, and Institute policies as it applies to ADA/504 and Title IX.

We encourage you to connect with our office for information, resources, investigation, and support about the ADA and/or Title IX.

Meet our Team

Alexis Martinez
Executive Director for Equity and Compliance Programs & Interim Title IX Coordinator

J. Denise Johnson-Marshall
ADA Coordinator

Reona Blankumsee
Equity Investigator

Destiny Johnson
Administrative Professional III

Kendra Brown
Assistant Title IX Coordinator

Ben Siple
Assistant ADA Coordinator

◈ Training and Education

Equity and Compliance Programs collaborates with various offices across Georgia Tech to provide comprehensive training for faculty, staff, and students. Through training and education initiatives that span from 15-minute office introductions to 2-hour sessions, we are working to make sure everyone is aware of the current policies, resources, and support services available at the Institute.

Any division, department, or organization that would like to request training should visit https://diversity.gatech.edu/equity-compliance/request-equity-and-compliance-training to learn more about the topics and dates available for training.

◈ Additional Resources & Support

For on and off campus resources please visit: https://diversity.gatech.edu/equity-compliance/reporting-options/i-want-talk-someone

GT | Equity and Compliance Programs

Equity and Compliance Programs

RBI Paper Tricentennial Building
500 10th Street, NW, 4th Floor
Atlanta, GA 30318

(404) 894-5698
diversity.gatech.edu/equity-compliance

Center for Teaching and Learning

Upcoming Events

Transformative Teaching with the SDGs - Join our NEW Community of Practice!

Thursday, August 17, 11:00am – 1:00pm, Crosland Tower (Lunch Provided)

The Undergraduate Sustainability Education Committee's Faculty Development Working Group, in collaboration with CTL, is launching a new Community of Practice on Transformative Teaching with the UN Sustainable Development Goals (SDGs). Share with and learn from your peers who are teaching with the SDGs.

Using the Course Template in Canvas

Friday, August 18, 9:00am – 10:00am, Meet in Zoom (Link to join in CTL Newsletter https://ctl.gatech.edu/ctl-newsletter)

Want to effortlessly design student-friendly Canvas courses with Georgia-Tech-branded pages? Join this session to learn how to use the new GT Canvas Course Template. We will demonstrate how to import the template to Canvas shells and customize it to meet your course needs.

Fall 2023 Book Club

Interested in a Book Club? CTL will be hosting a book club this fall focused on inclusive teaching. Join other faculty to find community and support for implementing inclusive teaching practices within your courses. Learn more and register here: https://ctl.gatech.edu/fall-2023-book-club

Asynchronous Book Discussion Group: Critical Teaching Behaviors: Defining, Document, and Discussing Good Teaching

September 4-29, 2023 Facilitated in Persusall

Join us for an asynchronous, author-facilitated, communal reading experience. Critical Teaching Behaviors offers evidence-based practices to help you identify good teaching and guidance on how to capture and present teaching accomplishments. Explore strategies for documenting your teaching while engaging in discussion through Persusall, a social annotation tool available through Georgia Tech. Learn more and register here: https://ctl.gatech.edu/critical-teaching-behaviors-asynchronous-reading-community-overview
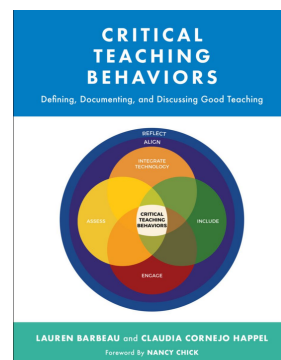
WELCOME TO GEORGIA TECH!

Teaching at Tech is an exciting opportunity to work with some of the best students in the world, students who are bright, engaged, and committed to their academic success.

At the Center for Teaching and Learning (CTL), we provide resources, workshops, individual consultations, faculty learning communities to help get your teaching off to a good start.

Visit CTL.GATECH.EDU for information on:

- Course Design
- Engaging Students
- Learning Technology
- Grading Practices
- Developing Assessments
- Syllabus Design

Scan this QR code to view the latest CTL newsletter. Sign up to receive notices of upcoming workshops, signature events, and award opportunities!

GT | Center for Teaching and Learning

New Faculty Introduction to the Center for Serve-Learn-Sustain (SLS)

About Us

Serve-Learn-Sustain is a campus-wide academic initiative working with all six colleges to offer students opportunities inside and outside the classroom to collaborate with diverse partners – across the community, non-profit, government, academic, and business sectors – on key sustainability challenges. Through SLS, students use the knowledge and skills they are acquiring at GT to help "create sustainable communities."

SLS actively participates in two professional networks: **AASHE** (Association for the Advancement of Sustainability in Higher Education) and the **Global RCE Network** (Regional Centres of Expertise on Education for Sustainable Development, affiliated with United Nations University).

Our Mission

- **SLS educates students** through classroom, co-curricular, and real-world learning, on campus and off, to contribute to the task of "creating sustainable communities"

- **SLS builds the capacity of faculty** to (a) teach sustainable communities-related courses, and (b) collaborate with diverse partners on their research

- **SLS facilitates GT participation in partnerships** that bring together key partners - from government, community, nonprofit, academic, and business sectors - for joint learning, research, and action

Our Vision

- Georgia Tech graduates are using their disciplinary expertise to help "create sustainable communities" where humans and nature flourish, now and in the future

- Universities around the globe are asking, "What does Georgia Tech think?" about the role that a technological institute can play in creating sustainable communities

- Students are choosing to come to Georgia Tech partly to participate in Serve-Learn-Sustain

GT | Serve Learn Sustain

Faculty Development Opportunities

Several units at Georgia Tech provide resources and faculty development opportunities that help faculty integrate sustainability, community-engaged sustainability learning, and the United Nations Sustainable Development Goals (SDGs) into teaching and learning. For support with Community-Engaged Sustainability Learning, contact Ruthie Yow, Service Learning & Partnerships Specialist (SLS): ryow6@gatech.edu. For help with sustainability and SDG course integration and teaching strategies, or to join a Community of Practice on this topic, contact Rebecca Watts Hull, Asst. Dir., Faculty Development for Sustainability Education Initiatives (CTL): rwattshull@gatech.edu.

CTL and SLS Resources for Sustainability Education

CTL Resources
- Learn about the evolution of sustainability and SDG teaching and learning at Georgia Tech.
- Design a course that incorporates the SDGs and Apply for a Sustainability Education Innovation Grant.
- Find SDG-related case studies and other helpful resources.
- Schedule a one-on-one with Rebecca Watts Hull (rwattshull@gatech.edu) to discuss ways to bring sustainability and the SDGs into your teaching.

Serve-Learn-Sustain Resources
- SLS Course affiliation: Faculty teaching courses that include sustainability (social, economic, environmental) themes and/or community engagement are invited to affiliate their courses with SLS: https://serve-learn-sustain.gatech.edu/courseaffiliation.
  - Affiliate your course by completing an online form: https://gatech.co1.qualtrics.com/jfe/form/SV_1HM3KDUgiBFzNqJ
- Teaching Toolkit: SLS and its faculty partners have compiled an extensive toolkit of sustainable-communities-related lessons and resources: https://serve-learn-sustain.gatech.edu/teaching-toolkit.
- Interested in working with a community partner but not sure how? Contact Ruthie Yow (ruth.yow@gatech.edu) and browse through our "SLCE Nuts & Bolts" resources: https://serve-learnsustain.gatech.edu/slce-nuts-bolts.

We are excited to collaborate with new faculty! Soon, Serve-Learn-Sustain will officially transition to the Center for Sustainable Communities Research and Education, but all the links here will remain live for the coming academic year. By joining the SLS mailing list at https://serve-learn-sustain.gatech.edu/mailing-list/register, you will be kept abreast of new programs and the new website.

GT | Serve Learn Sustain

INCLUSIVE CLASSROOMS

A Resource for Georgia Tech Faculty and Advisors

Negative attitudes and behaviors toward LGBTQIA students can create significant obstacles to their success. This resource provides strategies for creating LGBTQIA-inclusive classrooms. For a more comprehensive training on LGBTQIA inclusion at Georgia Tech, please visit the LGBTQIA Resource Center website.

CLASSROOM PRACTICES

INCREASE YOUR KNOWLEDGE
Refresh yourself on LGBTQIA terminology and basic concepts each semester.

MAKE YOUR SYLLABUS INCLUSIVE
Review your syllabus prior to the start of classes and remove any language that excludes or marginalizes LGBTQIA people. Add a statement of inclusion to it and establish guidelines for respectful classroom discussion and interactions.

NAMES AND PRONOUNS
On the first day of class, call roll by last name and ask students to respond using their first name and pronouns. Explain why you are doing so. Model the behavior through your own introductions, and include your pronouns in your course syllabus, online bio, and email signature.

Do not address mismatches of names during class; instead, contact the student later, in private or by email.

In a large class, use a class survey or table tents for each student, where they can write their own name and pronouns. It will be easiest for students to update their name in virtual settings. Provide time and encourage students to update their name and pronouns each class session.

AVOID MAKING ASSUMPTIONS
We can't assume to know someone's sexuality or gender. If you do not know a student's name or the pronouns a student uses, refer to them by gender-inclusive descriptors, such as "the student seated in the back corner" or "the student in the yellow shirt." Use they/them pronouns until you know the pronouns someone uses for themselves.

KNOW THE LOCATION OF GENDER-NEUTRAL RESTROOMS
Point out the location of the nearest gender-inclusive restroom so students can access it before/after class or during breaks.

Adapted from original text by Dean Spade, Assistant Professor of Law, Seattle University School of Law and the Gender & Sexuality Campus Center at the University of Wisconsin-Madison.

GT

LGBTQIA Resource Center
Lesbian, Gay, Bisexual, Transgender,
Queer, Intersex, Asexual

USE INCLUSIVE LANGUAGE AND EXAMPLES

Incorporate LGBTQIA-affirming examples, case studies, and readings into your classroom and curriculum. Facilitate class discussion on LGBTQIA topics. Avoid using gendered language such as he or she or addressing a group as "ladies and gentlemen." Instead, use non-gender-specific language, such as "everyone" or "students". Avoid dividing students into male and female groups.

DO NOT USE OR TOLERATE ANTI-LGBTQIA HUMOR OR REMARKS

Shut down harmful conversations, speculation, or inappropriate humor. Hold others accountable and address issues directly and immediately with the students or colleagues responsible. Follow up with the student(s) being excluded to offer support.

Subjective	Objective	Possessive Adjective	Possessive Pronoun	Reflexive
She	Her	Her	Hers	Herself
Ze	Zim	Zir	Zirs	Zirself
They	Them	Their	Theirs	Themselves
He	Him	His	His	Himself
Xe	Xem	Xyr	Xyrs	Xemself

Note: Use this chart as an example of how to conjugate the most-common pronoun sets.

ADDRESS MISTAKES

If you make a mistake about someone's pronoun, correct yourself. This saves the person who was misidentified from having to correct an incorrect pronoun before it is planted in the minds of anyone who heard you.

CORRECT OTHERS

Allowing the mistake to go uncorrected ensures future uncomfortable interactions for the person who is being misidentified. For example, if a colleague uses the incorrect pronoun for a student, simply respond with, "I believe Gina uses she and her pronouns."

WHY SHOULD I INCLUDE PRONOUNS?

It provides an opportunity for others to tell us how they want to be referred to and disrupts the likelihood of us making assumptions that could lead to misgendering and microaggressions.

PREFERRED NAME UPDATES:

The Institute offers the ability for a student to designate a preferred first name and/or middle name or initial in addition to their legal name. The name will appear instead of the legal name in the Georgia Tech online directory and in many other campus systems, including class and grade rosters propagated by Banner/OSCAR. The Name Change Form and additional details are available on the Registrar's Website. **NOTE:** Not all campus systems pull from the same data source. Be sensitive to any discrepancies.

LEARN MORE

Participate in the Safe Space and other programs offered by the LGBTQIA Resource Center. For more information visit http://lgbtqia.gatech.edu.

Adapted from original text by Dean Spade, Assistant Professor of Law, Seattle University School of Law and the Gender & Sexuality Campus Center at the University of Wisconsin-Madison.

EXPECTATIONS OF ADVISORS AND ADVISEES

The relationship between advisor and advisee is central to the experience of students in research-based graduate programs. Both partners in this relationship must contribute for it to succeed. Successful advisor-advisee relationships enhance the careers of both partners. The relationship can take on three forms: advisor-advisee; supervisor-employee; and mentor-mentee. In the best cases, the three forms work together. This document articulates key contributions from each partner to an advisor-advisee relationship that leads to mutual benefit.

The Advisor

Advising graduate students in research-based programs is part of the job expectation for almost all Georgia Tech faculty members. Graduate students build the faculty member's research record and reputation by contributing to the advisor's research program. This situation carries an inherent tension. Although the faculty member's success depends at least in part on the student's success, the faculty member may also be responsible to outside sponsors, whose goals may not directly match those of the student. As an educator, the advisor must always protect the student's interests as well as the sponsor's and his or her own in the research relationship.

The Advisee

The student's motivation is to earn a degree, which requires the acquisition of scholarly knowledge and research competence. Participation in the research process is an essential requirement for all Georgia Tech doctoral students and many master's degree students. In this part of their education, the student's duty is to put a best faith effort into his or her assigned contribution to the research process. At the same time, Graduate Research Assistants (GRAs) are also employees who help the advisor and research group meet the requirements of a contract or grant; while, Graduate Teaching Assistants (GTAs) and Graders are also employees of the school or program who help the school or program meet their educational requirements. As such they are employees with a set of job responsibilities that may not align with their research objectives or those of their advisors. As with the faculty advisor, this situation sets up an inherent tension between the student's educational goals and his or her employment responsibilities.

Mutual Expectations

Students Expect from their Advisor:

Respect

- Respect as a person, student, and professional employee
- Recognition and respect for differences in culture, ethnicity, gender, and other dimensionsof diversity
- Commitment of time, effort, and financial support; advising only as many students asresources permit
- Ability to communicate and express concerns without the fear of retribution
- Understanding of the student's commitments to course work and GRA/GTA/Graderresponsibilities

Open and clear communications

- Mutually agreed upon expectations for frequency and format of communication
- Clear communication about project timelines, availability and nature of funding, level of effort and research expectations
- Timely review and feedback on the student's research and academic progress
- Notification of and appropriate resolution of issues that arise within the program, be they academic, research, financial or interpersonal in nature

Guidance on research and degree completion

- Guidance on planning and managing research projects from conception to publication
- Reasonable, mutually agreed upon expectations of the time frame necessary to produceresults and complete the dissertation/thesis
- Proper training and resources to successfully complete research projects
- Guidance on professional and ethical standards

Guidance on career

- Advice on advancing professional goals in the direction most desired by the individual student
- Opportunities to participate in career development activities
- Help building professional networks

Advisors Expect from Advisee:

Respect

- Respect both as professor and person; recognizing the value of their time and their responsibilities within and outside the Institute
- Understanding that mentoring is tailored for each individual student and adjusted forprogress in the degree program

Open and clear communications

- Mutually agreed upon expectations for frequency and format of communications
- Regular progress reports including what the student has and has not done, including set-backs
- Reasonable, mutually agreed upon expectations of the time frame necessary to give feedback and review results
- Discussion of difficulties with advisor first, before turning to other means for conflict resolution
- Notification as soon as possible if planning to leave program or advisor sooner than expected

Commitment & Productivity

- Understanding of the expectations of the degree program, advisor and research team, andGRA/GTA/Grader responsibilities
- Learning and progress through the program, with progressively more independence as the student advances
- Commitment and steady effort to make progress towards mutually agreed upon results and deliverables; adhering to timelines and deadlines

Responsibility

- Safe, ethical, and efficient use of resources
- Abiding by professional and safety standards
- Taking feedback seriously and revising in response
- Maintaining good records and documentation that would allow replication of results
- When graduating or leaving the team, leaving behind the organized research materials

Teamwork

- Working well with others; supporting and mentoring others in the team
- Carrying a fair share of the responsibility
- Understanding the common intellectual property principles involved in teamwork
- Meeting deadlines
- Thoughtfully reviewing the work of others, including the advisor

Overview of Postdoctoral Services

The mission of the Office of Postdoctoral Services is to support and enhance postdoctoral training and career development, to build a sense of community among postdoctoral scholars, and to serve as a resource to the larger Georgia Tech community. The Office serves nearly 400 postdocs from across the Colleges of Computing, Design, Engineering, Sciences, and the Ivan Allen College of Liberal Arts.

The Office of Postdoctoral Services partners with units across campus to offer several programs, including:

- **Community:** Postdoctoral Services organizes a variety of in-person and online networking opportunities, such as peer-mentoring groups, social hours, the Georgia Tech Postdoctoral Research Symposium, an annual celebration of National Postdoc Appreciation Week, and a Slack group.
- **Events and Workshops**: Postdoctoral Services organizes and publicizes career and professional development programs that allow postdocs to enhance their skills. Events offered throughout the year usually include training sessions on career options and job search strategies, leadership and project management, individual development plans, communication skills, mentorship, finding funding opportunities, and writing fellowships and grant proposals.
- **Teaching Courses:** Short courses on teaching at the college level are offered to postdocs each year by the Center for Teaching and Learning. Postdocs may additionally opt to complete a Tech-to-Teaching certificate.
- **Career Consultations:** Postdocs may take advantage of career advising services from the Career Center that include career counseling, review of job application materials, mock interviews and job talks, and advice on job offer negotiations.
- **Responsible Conduct of Research:** Georgia Tech offers in-person responsible conduct of research training sessions, as well as online CITI training modules.
- **Online Resources:** Through Georgia Tech's institutional memberships, postdocs have free access to online workshops and training materials offered by the National Postdoctoral Association, the Postdoc Academy, Center for the Integration of Research, Teaching and Learning (CIRTL), National Center for Faculty Development and Diversity, and LinkedIn Learning.
- **Support Services:** Postdoctoral Services provides orientation information to new postdocs and sends regular newsletter to all postdocs. Along with the opportunities above, the Office publicizes campus services available to postdocs, such as health and wellness opportunities, the employee assistance program, and family friendly resources.

More information can be found at: http://postdocs.gatech.edu/

Last updated in July 2023 by the Georgia Tech Office of Postdoctoral Services

Cohort-Based Programs for Postdoctoral Scholars

Faculty Career Advancement Groups

The Faculty Career Advancement groups focus on preparing postdocs for the faculty job application process. Participants are encouraged to attend the "Future Faculty Job Search Academy Series" through the Center for Teaching to develop application materials (e.g., cover letter, CV, teaching statement, diversity statement, research statement). Postdocs meet to build a peer support network, provide and receive peer feedback on application materials, discuss strategies to tailor application materials, and practice interviewing techniques.

Peer-facilitated Career Exploration Groups

The Peer-facilitated Career Exploration groups use curriculum from the Professional Development Hub (pd|hub) Collections, which are nationally sourced educational models focused on professional development and career exploration for PhD students and postdocs. Postdocs meet in small mentoring groups meet to share their own progress, exchange ideas, and provide feedback to other participants during their career exploration journey.

Leadership and Management in Action (L-MAP)

L-MAP introduces postdocs to the interpersonal and psychological foundations of leading teams and managing people. It responds to the unique position of postdocs, who may be practicing leadership for the first time and who typically lack formal authority within the research environment. Using real-world scenarios and current research on leadership and team dynamics challenges that postdocs regularly encounter in the scientific research environment, L-MAP highlights professional behaviors and communication strategies that can be used in a variety of leadership and management scenarios.

Project Management

Project Management introduces postdocs the process of project initiation, planning, risk management, execution, monitoring, and closing. Participants develop a project charter, work breakdown structure, project schedule, communication plan, risk and opportunity registers, and a post-project report for a current research project and receive feedback from peers.

Contact:

Karena H. Nguyen, PhD or Jana E. Stone, PhD
Office of Postdoctoral Services
Georgia Institute of Technology
postdoc-services@gatech.edu

Commercialization

Office of Commercialization | Contact: commercialization@gatech.edu | https://commercialization.gatech.edu
The central hub that empowers faculty and students to have significant real-world impact through their innovations and talent.
Georgia Tech strongly believes in providing a pathway for everyone associated with the campus community to help turn ideas into reality through commercialization and entrepreneurship. The Office of Commercialization brings together commercialization and technology transfer activities from across the Institute and beyond! The commercialization office also serves as a convener for various internal and external entities in the entrepreneurial ecosystem.

CREATE-X | Contact: create-x@groups.gatech.edu | https://create-x.gatech.edu
CREATE-X is the engine that is instilling entrepreneurial confidence in its students to launch successful startups.
The broader goal of CREATE-X is to create accessible pathways for students to explore entrepreneurship while in school. Through its faculty partners, students can explore viability of taking their class projects to launch a startup.

How can you find value in the offered services or resources?
- Apply to be a Jim Pope Fellow. This opportunity is an exemplary program that allows faculty members to build strong bridges between their academic units and CREATE-X, sparking entrepreneurial confidence in the classroom while developing their own as educators.

Technology Licensing | Contact: techlicensing@gtrc.gatech.edu | https://licensing.research.gatech.edu
The Office of Technology Licensing's undertaking is to encourage innovation, advance knowledge, and serve the public interest.
As a public university, Georgia Tech has a responsibility to ensure its research results benefit the general public. Fulfilling that mission and honoring that responsibility is the focus of the Office of Technology Licensing.

How can you find value in the offered services or resources?
- Report your discovery through an Invention Disclosure. A timely disclosure (even when in doubt) is imperative, and Office of Technology Licensing is here to help.
- Learn how to move an innovation or discovery into the commercial marketplace.
- Acquire information about Intellectual Property protection.

VentureLab | General Contact: info@venturelab.gatech.edu | https://venturelab.gatech.edu
VentureLab's charge is to collaborate with faculty to create startups based on Georgia Tech's research.
Your research is important, to Georgia Tech and to you. To broaden its impact, VentureLab can help you bring a research-based startup to life. Through the power of customer discovery, VentureLab helps educate, curate, and create business models, not business plans.

How can you find value in the offered services or resources?
- Discuss your research with VentureLab personnel to explore potential applications.
- Learn how to write strong grant applications through explaining the broader impacts of your research.
- Participate in Georgia Tech Startup Summer Launch, which is a 12-week program for faculty (and students) exploring how to launch their projects from the idea stage (or beyond) into fully functioning and viable startups. The faculty teams will receive $10,000 a commercialization grant.

More resources, information, and the chance to sign up for email distribution list(s) will be available during the New Faculty Orientation Resource Fair. Please sure to stop by the table!
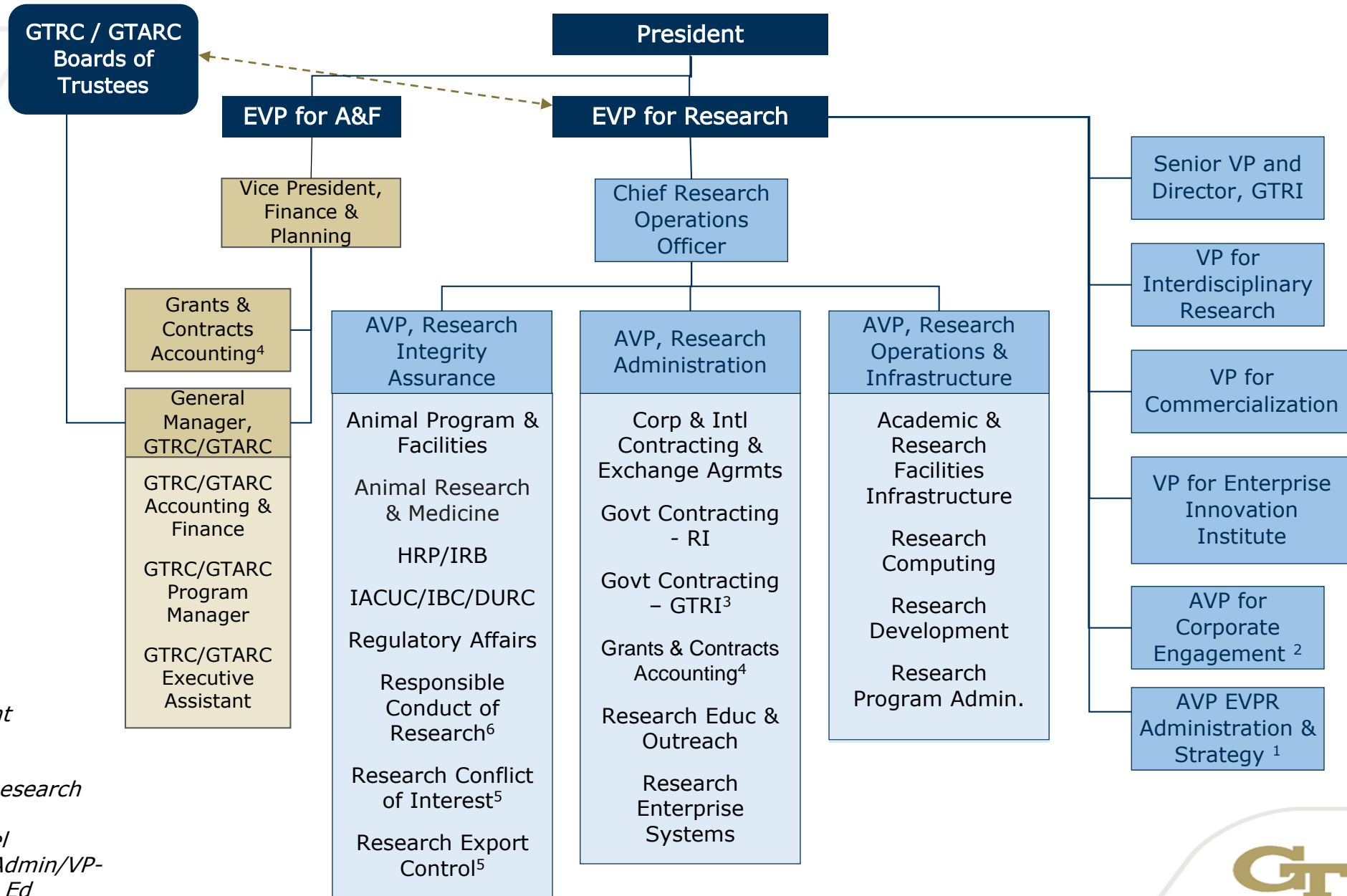
Information for future GT PIs

Unit Level

- Learn who in your academic unit supports proposal and budget preparation

- Learn who your OSP "Government and Not-For-Profit Contracting" Team is (www.osp.gatech.edu)

- Give your contracting officer in OSP advanced noticed of submission, get to know them

- **E-routing** is the system GT uses to route proposal *approvals* internally

- **Cayuse 424** is typically the system used to prepare the proposal and to submit to federal sponsors

- The PI Project Management Reference Manual describes PI responsibilities -> https://grants.gatech.edu/pi-project-management-reference-manual

Institute Level

- The **Associate Dean for Research in your college** is the first point of contact for anything involving cost share or institute support

- The office of the **AVP-Research Operations and Infrastructure** manages seed grants and down-selection of limited submission competitions. They are also a point of contact for letters of support and F&A discussions (ask OSP first)

- The **Office of Research Development** assists faculty with very very large proposals (10M-100M)

Georgia Tech

Research Enterprise Organizational Structure

President

GTRC / GTARC Boards of Trustees

EVP for A&F

EVP for Research

Vice President, Finance & Planning

Chief Research Operations Officer

Senior VP and Director, GTRI

VP for Interdisciplinary Research

VP for Commercialization

VP for Enterprise Innovation Institute

AVP for Corporate Engagement [2]

AVP EVPR Administration & Strategy [1]

Grants & Contracts Accounting[4]

General Manager, GTRC/GTARC
- GTRC/GTARC Accounting & Finance
- GTRC/GTARC Program Manager
- GTRC/GTARC Executive Assistant

AVP, Research Integrity Assurance
- Animal Program & Facilities
- Animal Research & Medicine
- HRP/IRB
- IACUC/IBC/DURC
- Regulatory Affairs
- Responsible Conduct of Research[6]
- Research Conflict of Interest[5]
- Research Export Control[5]

AVP, Research Administration
- Corp & Intl Contracting & Exchange Agrmts
- Govt Contracting - RI
- Govt Contracting – GTRI[3]
- Grants & Contracts Accounting[4]
- Research Educ & Outreach
- Research Enterprise Systems

AVP, Research Operations & Infrastructure
- Academic & Research Facilities Infrastructure
- Research Computing
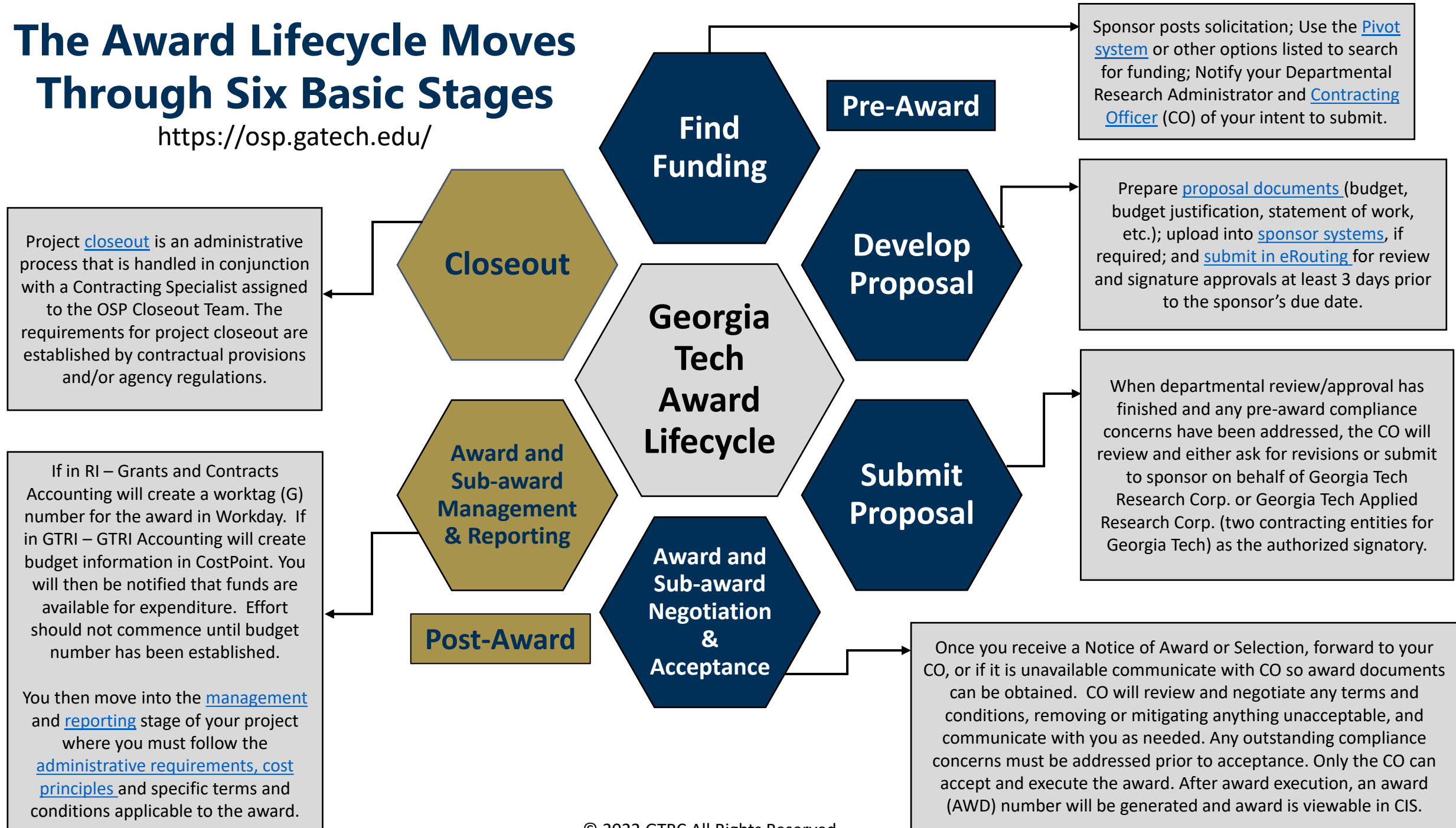- Research Development
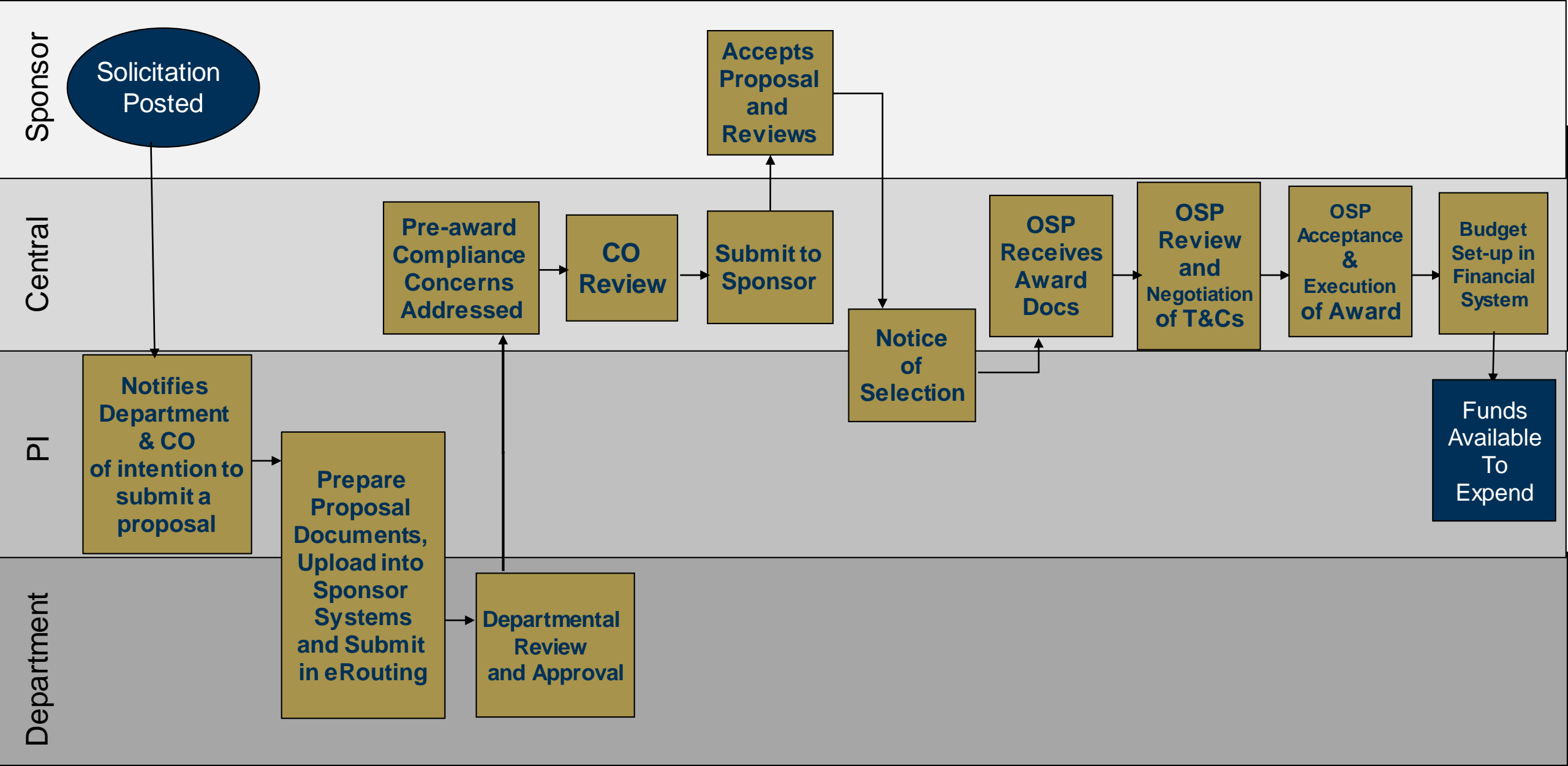- Research Program Admin.

Dual/Coordinating Reporting:
1. *Provost*
2. *VP-Development*
3. *GTRI*
4. *VP-Finance & Planning/AVP-Research Admin*
5. *General Counsel*
6. *AVP-Research Admin/VP-Grad & Postdoc Ed*

Georgia Tech

The Award Lifecycle Moves Through Six Basic Stages

https://osp.gatech.edu/

Find Funding

Pre-Award

Sponsor posts solicitation; Use the Pivot system or other options listed to search for funding; Notify your Departmental Research Administrator and Contracting Officer (CO) of your intent to submit.

Closeout

Project closeout is an administrative process that is handled in conjunction with a Contracting Specialist assigned to the OSP Closeout Team. The requirements for project closeout are established by contractual provisions and/or agency regulations.

Georgia Tech Award Lifecycle

Develop Proposal

Prepare proposal documents (budget, budget justification, statement of work, etc.); upload into sponsor systems, if required; and submit in eRouting for review and signature approvals at least 3 days prior to the sponsor's due date.

Award and Sub-award Management & Reporting

If in RI – Grants and Contracts Accounting will create a worktag (G) number for the award in Workday. If in GTRI – GTRI Accounting will create budget information in CostPoint. You will then be notified that funds are available for expenditure. Effort should not commence until budget number has been established.

You then move into the management and reporting stage of your project where you must follow the administrative requirements, cost principles and specific terms and conditions applicable to the award.

Submit Proposal

When departmental review/approval has finished and any pre-award compliance concerns have been addressed, the CO will review and either ask for revisions or submit to sponsor on behalf of Georgia Tech Research Corp. or Georgia Tech Applied Research Corp. (two contracting entities for Georgia Tech) as the authorized signatory.

Award and Sub-award Negotiation & Acceptance

Post-Award

Once you receive a Notice of Award or Selection, forward to your CO, or if it is unavailable communicate with CO so award documents can be obtained. CO will review and negotiate any terms and conditions, removing or mitigating anything unacceptable, and communicate with you as needed. Any outstanding compliance concerns must be addressed prior to acceptance. Only the CO can accept and execute the award. After award execution, an award (AWD) number will be generated and award is viewable in CIS.

Proposal Preparation, Submission and Expenditure Process

Georgia Tech
Office of Sponsored Programs

https://osp.gatech.edu

Research Support Quick Reference

Transferring an award to GT?

The transfer of an award from one institution to another is a complex and time-consuming action, and a number of potential issues should be addressed prior to the transfer.

An award transfer to a new institution is not simply the change of a name on the award or a check sent by your previous institution to GA Tech.

Contact the appropriate contracting manager for assistance: https://osp.gatech.edu/teamdirectory

eRouting

https://*erouting.gatech.edu*
https://*osp.gatech.edu/proposal-development*
System used to route proposal documents for approval and submission. Also used to create a modification.

GTCrossroads/Apps

https://*gtcrossroads.gatech.edu*
Visit GT Crossroads, the GT research administration portal, to access Apps and Reports needed to manage your sponsored project. Under the Apps section you will find the following content:
Proposal Development and submission systems (includes):
- *Cayuse, eRouting, Research.gov, Pivot*

General Tools find (includes):
- *GT-TRACS, WebWISE*

Reporting Tools find (includes):
- *GTReports, Cognos Reports*

And much more!

For Data Security information:

https://*security.gatech.edu*
https://*cui.gatech.edu*
- Information Security Procedures and Standards
- NIST 800-171 Compliance Support (Controlled Unclassified Information in Sponsored Research)
- Cyber Security, Security News, & Reporting

Facilities & Administrative (F&A) Rates

Current rate information may be found at https://*osp.gatech.edu/rates*

Requests for Non-Disclosure and Other Confidentiality Agreements:

https://*industry.gatech.edu*

Want more education on Research Topics?

Search training course options and outreach events at

https://gtri.sabacloud.com

Examples:

- What are GTRC and GTARC?
- Intro to the Research Enterprise at GT
- 2 CFR 200 Workshop
- Internal Controls Workshop
- Subawards: Request, Monitor and Risk
- eRouting Proposal Module
- NSF Career Panel Discussion
- Research Administration Buzz Meeting [Quarterly Update]
- Faculty Orientation Luncheon

To sign-up to receive email notifications via the RAB listserv regarding updates, news articles and training course info, email us at training@osp.gatech.edu.

Need access to Federal Proposal Prep Systems?

Examples:

⇒ Cayuse S2S Proposals
- A fast, easy-to-use Web application created specifically to simplify the creation, review, approval, and electronic submission of grant proposals that must go through Grants.gov.
- Supports over 98% of the opportunities posted on Grants.gov, allowing direct submission for grants posted by NIH, AHRQ, CDC, NIFA, ONR, and others.
- Georgia Tech's Office of Sponsored Programs offers training on and assists with login access.

⇒ Research.gov
- The interactive real-time system that must be used to prepare, submit, and track NSF proposals.
- Research.gov is also used for proposal review and award management.
- The principal investigator/departmental administrator prepares the proposal.
- The Office of Sponsored Programs Contracting Officer reviews and submits the proposal.

Contact us at training@osp.gatech.edu for access to these and other systems described here:

https://osp.gatech.edu/proposal-prep-systems

Georgia Tech's Institute Relations is the primary connection to federal, state, and local government and communities.

Georgia Tech is a Partner in Keeping Georgia Competitive

As a public university, the Institute places key emphasis on providing value to our state and exhibiting return on investment to state leaders. Interacting with the Governor, Georgia General Assembly, University System of Georgia, and almost every state department and agency, we aim to enhance the image and reputation of Georgia Tech to state leaders that invest in our future.

Abigail Horvath
Associate Director, State Relations
Phone: 404.384.1238
Email: abigail.horvath@gatech.edu

Georgia Tech is a Technology Policy Thought Leader for Major Issues

Our Federal Relations team serves as the Institute's eyes and ears in the nation's Capitol and promotes Georgia Tech among federal decision-makers, and national education and research policy organizations. Our broad federal relations agenda includes advocacy for strong support of federal research funding, federal financial aid programs, as well as faculty participation in federal advisory roles.

Robert Knotts
Executive Director, Federal Relations
Phone: 404.894.1238
Email: knotts@gatech.edu

Zellie Duvall
Associate Director, Federal Relations
Phone: 404.894.3071
Email: zellie.duvall@gatech.edu

Georgia Tech is Committed to the Community

The Community Relations team strives to maintain and enhance collaborative relationships in Atlanta's local government, neighborhoods, and school systems. As our team extends a hand to make a lasting impact, we desire to assert equity and inclusion in our outreach activities and programming. We respect and recognize the rich history and culture among the partners with whom we work.

Chris Burke
Executive Director, Community Relations
Phone: 404.894.5189
Email: chris.burke@gatech.edu

Stephanie Douglas
Associate Director, Community Relations
Phone: 404.385.8368
Email: stephanie.douglas@gatech.edu

Cecelia Borgman
Project Manager, Anchor Institution
Phone: 404.385.7523
Email: cecelia.borgman@gatech.edu

Georgia Tech Creates Partnerships to Grow Economic Opportunity for Georgians

The Economic Development team leads Georgia Tech's engagement with state and local economic development partners to support recruitment, retention, and growth of companies in the state. The team coordinates the recruitment and development of industry partnerships designed to enhance economic development. We work to grow the broader innovation partner ecosystem, including the physical presence of corporate labs, technology, and innovation centers around campus.

Greg King
Associate Vice President for Economic Development
Phone: 404.894.3670
Email: greg.king@gatech.edu

Merry Hunter Caudle
Associate Director, Economic Development
Phone: 404.385.5967
Email: merryhunter@gatech.edu

COMMUNITY RELATIONS AT GEORGIA TECH

As an Anchor Institution, the Institute commits to the following:

- Reducing disparities among people of color in lower income communities on Atlanta's westside
- Ensuring the well-being of first-generation students, low-income students and staff
- Applying global influence at the local community level
- Addressing systemic challenges with consistent university resources
- Promoting engaged research, teaching and learning across the Institute
- Amplifying grassroot voices and community-led solutions
- Creating clear and transparent metrics

As a community partner for STEM exposure, the Community Relations unit helps initiate tutoring and mentoring

A few partners include:

- Atlanta Public Schools, Fulton County, Dekalb County and other metro school systems
- National and local organizations focused on youth leadership
- Nonprofits with STEM focus areas

Ways to be involved

- Offering specific course curriculum focused on disparities and systemic challenges
- Collaborating with the community relations unit for STEM activities given k-12 school campus visits

LGBTQIA Allyship
Professional Development for Faculty & Staff

SAFE SPACE: FOUNDATIONS

We've combined key terminology and information from Safe Space and Trans 101 into a 2-hour developmental workshop that provides an overview of LGBTQIA community and develops ally skills and knowledge. Participants should leave the session feeling empowered to intervene and address instances that negatively impact LGBTQIA sense of belonging.

- Tues, **Sept 12** from 1:00-3:00pm in Techwood, Student Center
- Wed, **Oct 18** from 1:00-3:00pm in Piedmont, Student Center
- Tues, **Nov 14** from 1:00-3:00pm in Techwood, Student Center
- **By Request:** Groups of 15+ can request Safe Space: Foundations

LEVEL UP: ADVANCED ALLYSHIP

Interactive sessions designed to dig deeper into topics and concepts related to LGBTQIA histories, identities, and communities. Participants are invited to attend individual sessions or the entire series. Those who attend every session will be recognized in April at our annual Lavender Celebration.

Fall 2023 topics include:
- **Brave Dialogues:**
  - Thur, Sept 14th from 1-2:30pm in Piedmont Room
- **Moments in LGBTQIA History**
  - Wed, Oct 4 from 4-5:30pm in Piedmont Room
- **Understanding the Intersections: Being an Ally to QPOC Communities**
  - Thur, Oct 26th from 9-10:30am in Piedmont Room
- **Legislative Advocacy with Georgia Equality**
  - November TBD

GT

LGBTQIA Resource Center
Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual

FLOWCODE
PRIVACY.FLOWCODE.COM

VISIT LGBTQIA.GATECH.EDU FOR MORE INFORMATION

Room AV Guide
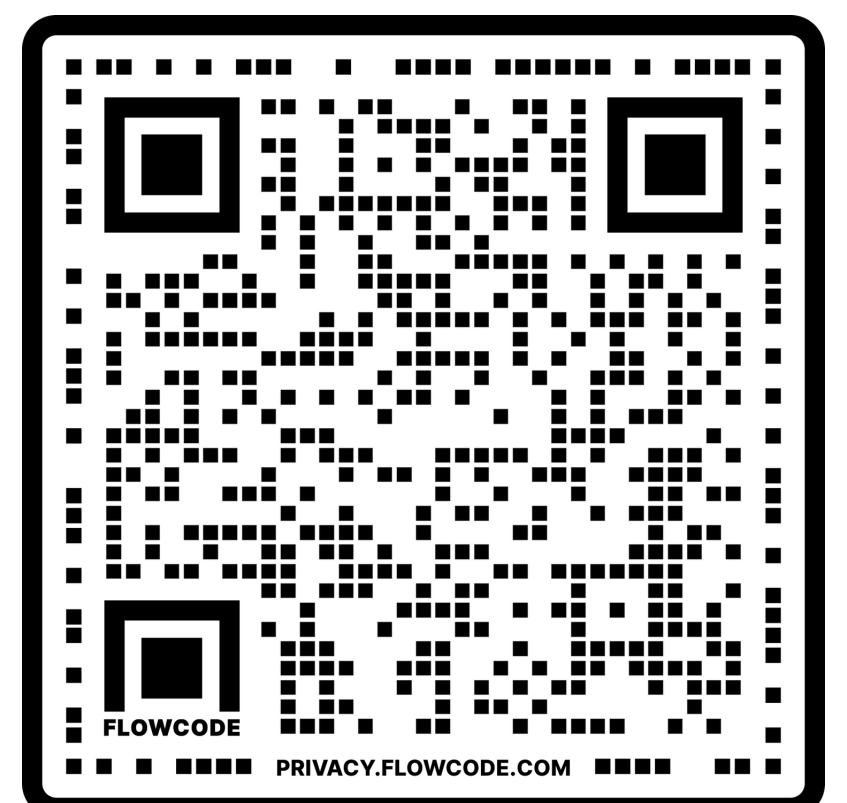
Audio Visual Services provides client-focused technical support and audio-visual systems support and maintenance for classrooms and conference rooms at the Georgia Institute of Technology.

As stewards of audio-visual technology at Georgia Tech, Audio Visual Services assists faculty, staff and students by providing technical support, development opportunities and advice on incorporating audio-visual resources and technologies into the instructional process.

Located across campus, the AV in classrooms and conference rooms we support will have a LCD touch panel or a physical button control system that will be found on a wall or installed on lecterns. Most rooms will either be setup for dual displays or single display. For rooms with an in room PC, what is shown on the monitor will display the same way on the projectors. Below are some examples of the control systems configurations you may find in a classroom or conference room.

An example of a Dual Screen room
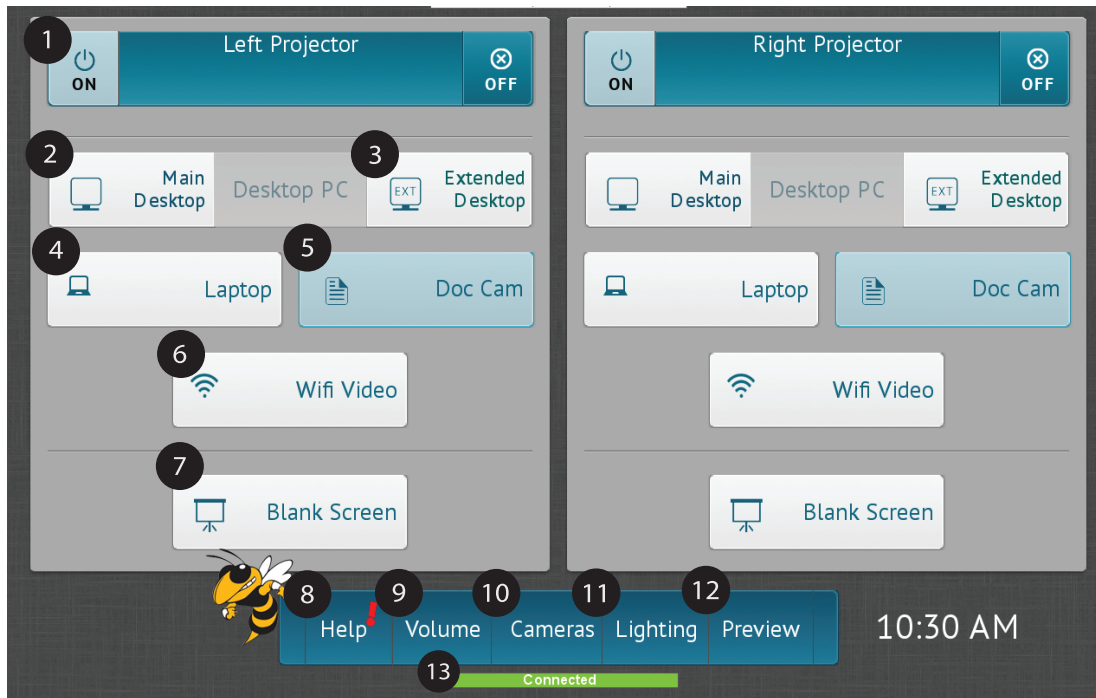
1   ON/OFF Powers on Projector. If an off-line message appears, please call for support or use Sony projector remote if available to power on projector

2   Main screen of the room PC

3   Extension of main screen. If a program was opened and its not visible on Main desktop, it may be on the extended. Please drag application back to Main Desktop if preferred.

4   For the HDMI cable on the podium, Button may also say HDMI instead of Laptop

5   Source selection for the document camera

6   Allows user to connect their devices using the eduroam wireless network to the rooms projection system via the mersive solstice app. Please follow on screen instructions

7   Darkens the projector in the room so selected source is not visible to people in the room. Image will still display on monitors. Projectors are still on, button will flash when activated.

8   Help Button brings up the support number **404-385-1111**

9   Brings up controls for room volume and mic volume levels

10 Brings up camera controls menu

11 Controls lighting in rooms when available. This button is not present in all rooms.

12 The preview button brings up a preview of the camera in the room to help with adjustment

13 If this *Connected* message is red it means the touch panel is not connected or the system is down. Please call support at **404-385-1111**
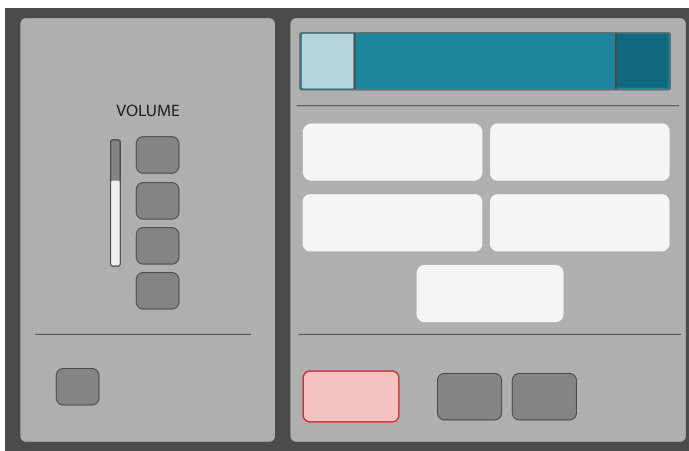
1

Room AV Guide

Below are a few examples of the types of touch/control panel configurations that can be found in many rooms. There might be slight various in other rooms but they all generally have the same basic functions and hopefully are easy to understand.
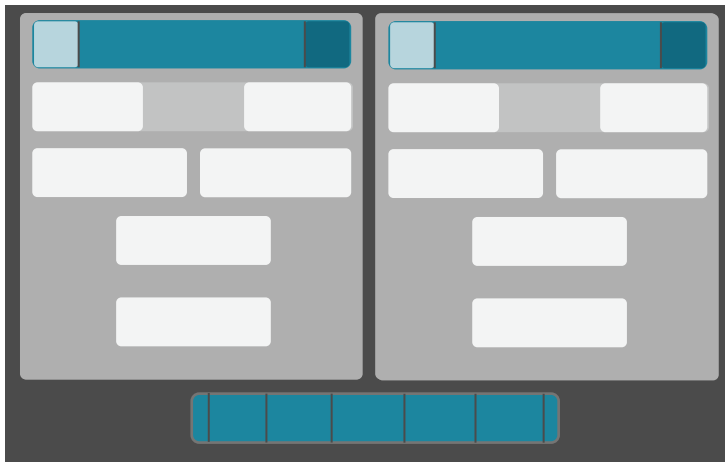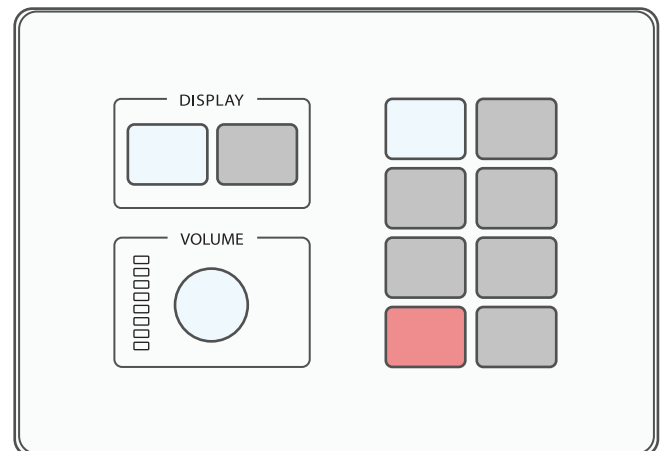

AMX Style Touch Panel

AMX Style Touch Panel

Extron Style Touch panel

Extron Style Control panel

A few general tips follow when using the room that may reduce the need to call for support:

- Always check to see if Main Desktop is selected when using the PC is in the room.

- If the screen is blue or if a message says there is no source (only in certain rooms) make sure the PC is turned on if the podium monitors are black, try checking the extended desktop or move the mouse/ check the keyboard.

- Make sure monitors are on, they may have been turned off accidentally.

- Make sure Blank Screen is not selected when powering on the system unless needed.

- When using sources that have audio (PC, Laptop, Wifi Video etc.) Audio will follow the last source selected, generally indicated by a speaker icon next to the button. That source selection is where audio should come from.

- Always calibrate Wacom monitors (when available) the first time a system is used in any room, more so in dual display rooms. The usable area is split between both monitors and will need to be calibrated back to the Wacom to fix.

If a more in person review of a rooms AV system is required. Please follow the link on the AV services web page and fill out the form. A technician will contact you to set up a time to meet in the room when available.

For rooms with wireless microphone capabilities, Georgia Institute of Technology faculty, staff and students can request a loaner lapel (lavalier) microphone. Microphones can be requested on the AV Services web page. The instructions below describe how to change the frequency if needed.
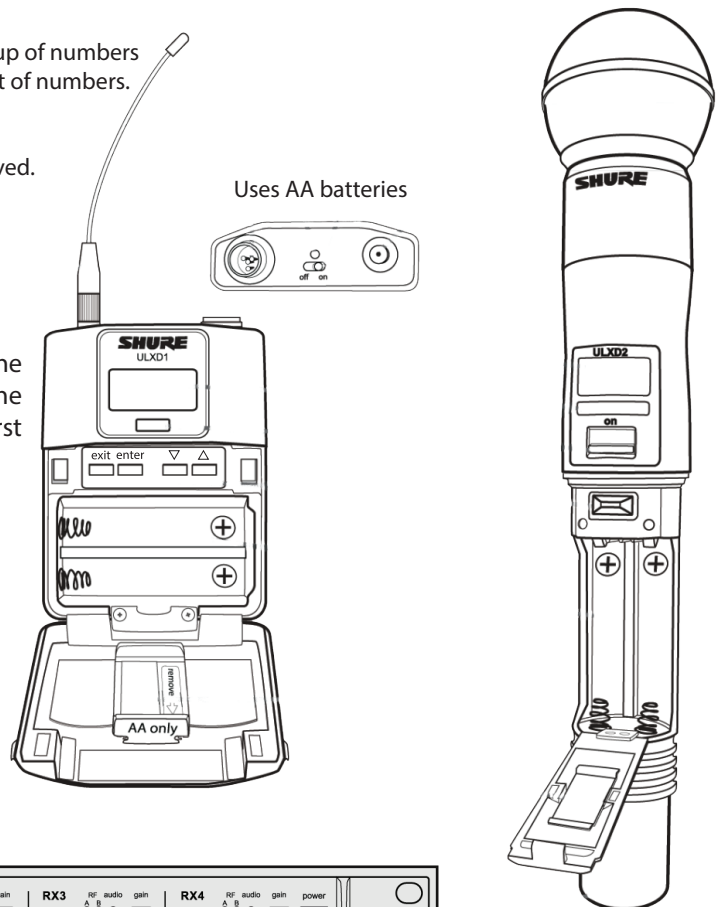
Frequency Change Instructions

If a lock symbol is under the HD1 press the enter button 4 times to unlock the microphone to change the frequency.

1.Press enter to enter the menu
2.Select radio by pressing enter
3.Press the up arrow to move to the 6 digit frequency. EX. XXX.XXX MHz
4.Press enter. Using the up and down arrows will change the first three group of numbers
5.Press enter again using the up and down arrows to change the second set of numbers.
6.Press enter to save the new frequency.
7.Press exit to return to the main screen
8.Turn the microphone off and then back on to confirm the frequency is saved.

Uses AA batteries

In some rooms the wireless receiver bays are accessible for syncing the microphones directly. The diagram below shows how the bays in the podium racks may appear. We recommend choosing the first frequency on the furthest left.

1.Start by powering on the microphone
2.Face the screen of the mic towards the IR on the receiver bay
3.Press the Sync button . The IR will turn red to flash the microphone.
4.Operation is complete why SYNC SUCCESS! shows on the receiver bays digital screen

Microphone Receiver Bay
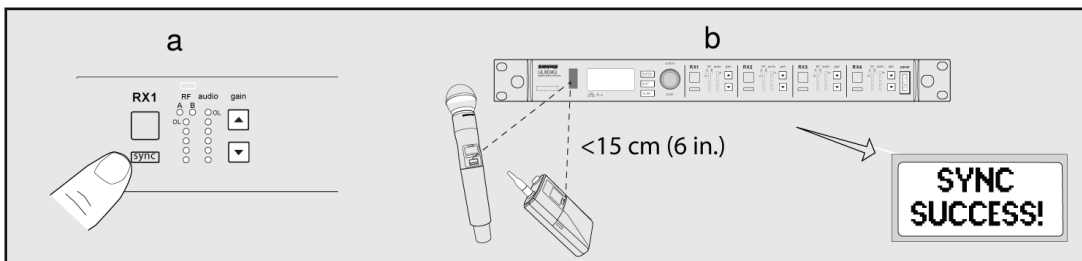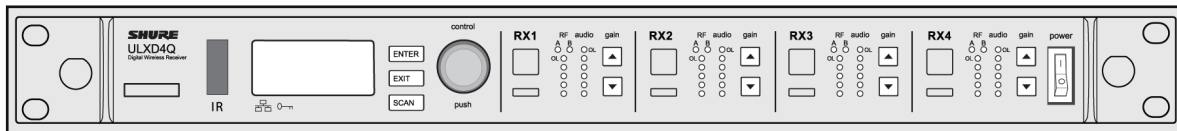
NOTE : Some Rooms will also have the frequency listed under the volume controls for the microphones on the touch panel

3

Wacom Touch Monitor Calibration Instructions

👤 Revised by Joseph Schmitt (OIT - AV Services) • 📅 5mo ago • 👁 108 Views • ★★★★★

Introduction

This article describes the process for calibrating the Wacom tablet monitor. This step is required for use of the pen capabilities, and must be performed per-user on each system that the user intends to use.
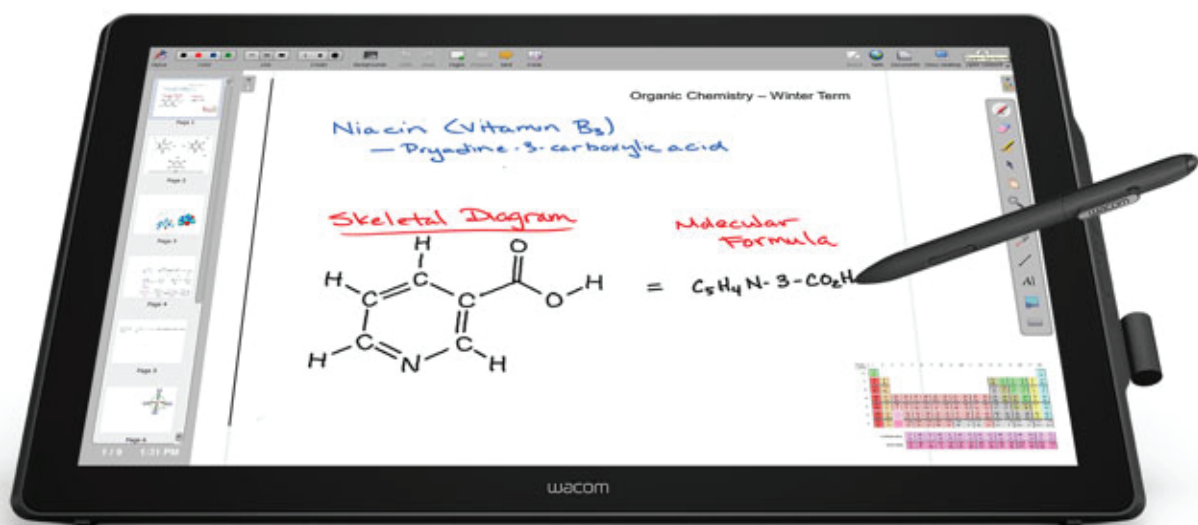
Instructions

Open Wacom Tablet Properties Application

1. Log into the classroom computer using your GT credentials.

2. Click on the search bar on the Windows taskbar or press the Windows key to open the computer search.

3. Type in "Wacom Tablet Properties". You will likely see the application suggested before you finish typing the full name.
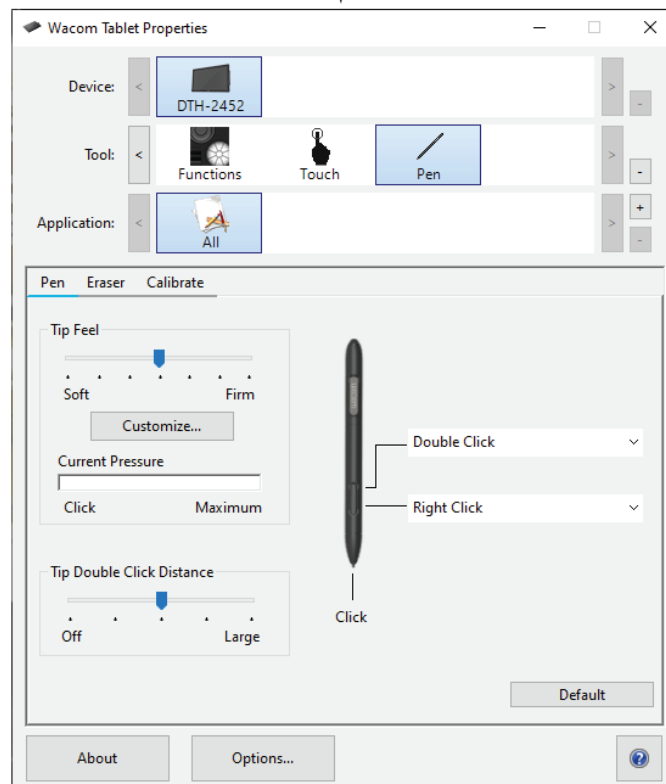
4. Open the application.
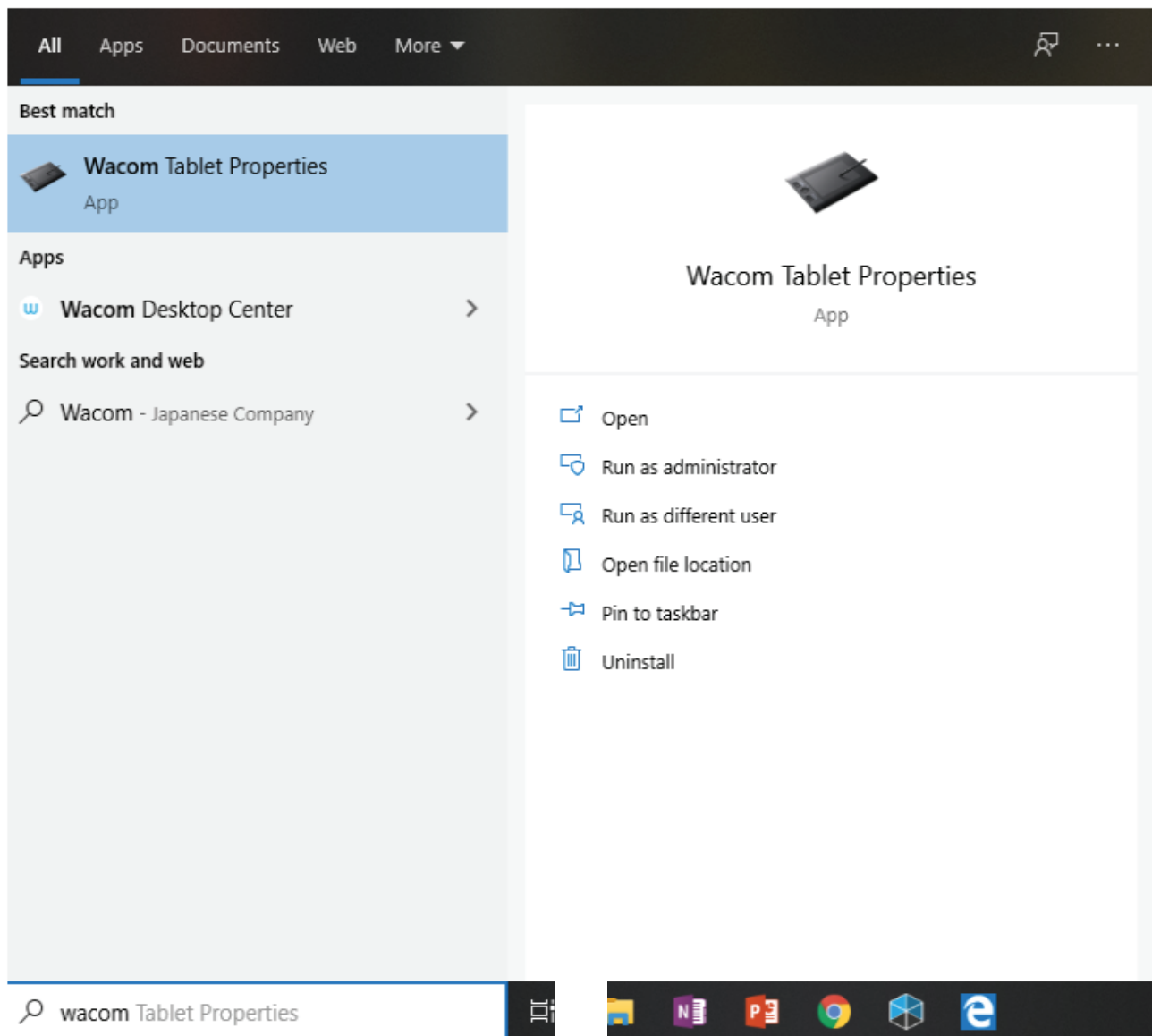
NOTE: If the application does not appear as show   e, please submit a classroom support request. Installation of the application may be required.
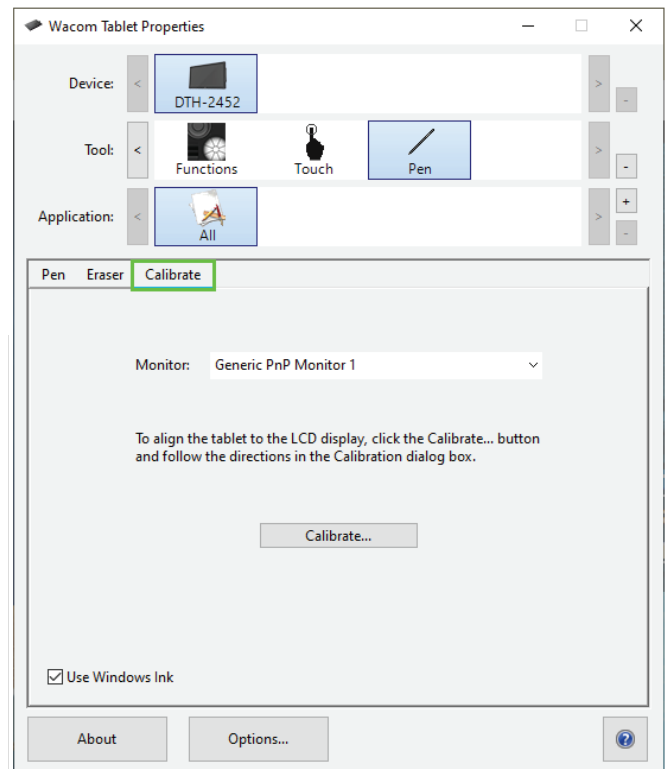
Pair Pen & Select Monitor

1. With the application open, tap the pen against the screen. You should see the pen appear in the Tool section of the application and highlight automatically:
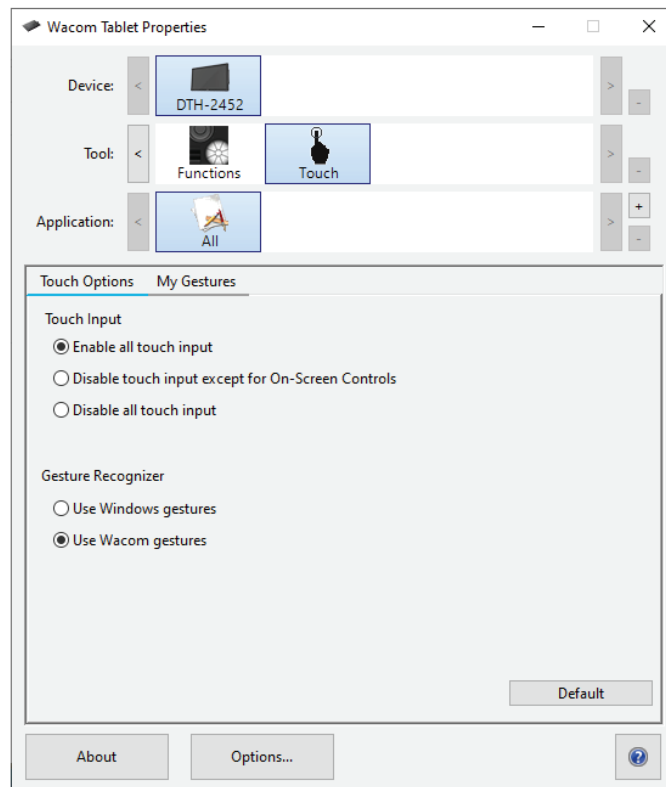

Pen Tapped

2. Click on the `Calibrate` tab.

3. Select the correct monitor using the dropdown within the Calibrate tab. Monitor #1 should be the correct monitor.

4. You can confirm that you have selected the correct option by bringing the pen tip near the screen after selecting your monitor. Keeping in mind that the mouse position may not be accurate just yet, you should observe the mouse moving around on the Wacom monitor.
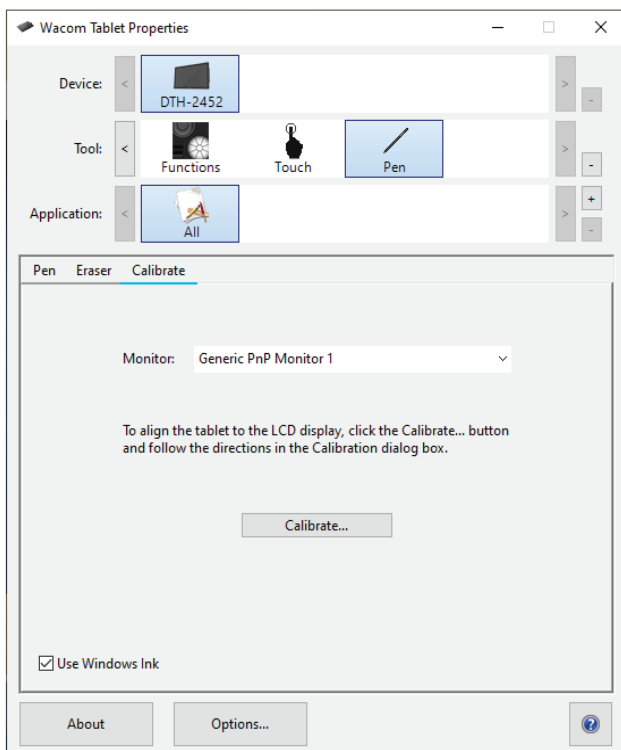
5. After confirmation, you should now be able to click the "Calibrate..." button below the Monitor dropdown.

6. Follow the guided prompt that appears on-screen. This will instruct you to touch a number of points on the screen using the pen tip. When the final point is touched, the prompt will close automatically and return you to the application.

Test & Confirm Calibration

Congratulations! Your Wacom Tablet monitor & pen should now be functional!

Please take a moment to test and ensure that the pen writes smoothly and accurately. You may repeat the calibration step as needed to improve accuracy, proceed to the next optional step, or close the Wacom Tablet Properties application. The application does not need to be running to allow for the pen to function after completing this calibration process. Please submit a request for AV classroom assistance if you are unable to complete any part of this process or if you find that the device does not perform properly.

Need AV Assistance?

GEORGIA TECH AV SERVICES

avservices.gatech.edu | services.gatech.edu
404-385-1111

Need AV Assistance?

Support Available
8am-9pm Monday - Friday

For Immediate Assistance Call : 404-385-1111

You'll need to provide:

- Building Name / Room Number
- Urgency level
- Brief description of issue
- Contact Information

AV System Training and other requests:
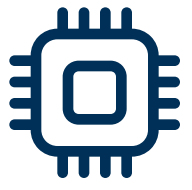avservices.gatech.edu | services.gatech.edu

Please Scan QR code for more information about AV

Please scan QR for more information about Room Capabilities and Web Conferencing Tutorials for Classroom Spaces

GT Georgia Tech

PACE
Partnership for an Advanced Computing Environment, providing state-of-the-art resources for computational research at Georgia Tech

PACE Resources to empower the Georgia Tech Faculty

High-Performance Computing
Four high-performance computing clusters, with a total of 2,501 compute nodes (including 154 GPU nodes)

Cost-effective Storage
Several options for fast computational storage and long-term data storage

CUI-Compliant Infrastructure
Higher level of security for projects that work with Controlled Unclassified Information

Unlimited Free Credits for Teaching
A dedicated instructional cluster for classes that need high-performance computing

PACE Services to enhance your Research and Teaching

Free Credits to get you started
Free computational credits for 10,000 CPU-hours replenished monthly along with unlimited backfill access and 1TB of storage

Guidance from Research Computing Experts
Support with workflows and software installations through service tickets and weekly consultations

Software Stack to meet your needs
Software requests addressed by expert software scientists. Matlab, Fluent, Abaqus, LAMMPS, NAMD, and many others...

Help with grant writing
Support letters, budget justification, and hardware quotes to enhance your proposals

Technical Seminars and Tutorials
Introductory workshops for Python, Linux, Git, Machine Learning

Gateway to larger HPC networks
PACE is part of the ACCESS program and Open Science Grid consortium, connecting GT researchers to national networks

2023 Faculty Bootcamp

August 17, 9am – 12pm on Zoom

Zoom: https://bit.ly/3Oo9SSx

Agenda:

9am – 10am
New Faculty orientation – PACE will provide an overview of resources and services available

10am – 12pm
Breakout sessions with PACE Research Computing Facilitators to discuss computational needs and obtain guidance

Get started with PACE for your research and teaching – Visit our page on https://pace.gatech.edu/ and contact pace-support@oit.gatech.edu for further information.

FIRSTGEN.GATECH.EDU

First-Generation Student Programs

Georgia Tech

What is a First-Gen Student?

A student is defined as first generation if neither parent has earned a bachelor's degree (or equivalent) at a four-year college or university in the U.S.

About Us

First-Generation Student Programs (FGSP) collaborates with diverse campus and community partners to provide support through co-curricular programming for first-generation students. FGSP was created to build community, strengthen well-being, develop leadership, cultivate academic success, and foster retention and graduation among Georgia Tech's first-generation and limited income students. In addition, FGSP works to:

- Raise awareness of the needs and experiences of first-generation college students
- Connect first-generation college students with their peers, faculty, and staff with the goal of building community.

Signature Programs

- First-Gen Jackets Peer Mentoring Program
- First-Generation College Celebration Week
- First-Generation Recognition Ceremony
- First-Generation College Institute
- Growing Up in Science

Need More Information?

To learn more about First-Generation Student Programs, visit our website at **firstgen.gatech.edu** or reach out to us via the contact information below.

First-Generation Student Programs

@gtf1rst

Clough Commons, Suite 205
266 4th St NW, Atlanta, GA 30313
P: 404.894.5704
W: firstgen.gatech.edu
E: firstgenprograms@gatech.edu

*First-Generation Student Programs is part of the Office of Undergraduate Education | **oue.gatech.edu***

Academic Success and Advising

SUCCESS.GATECH.EDU

success@gatech.edu

About ASA

Academic Success and Advising (ASA) creates and implements a comprehensive vision around academic success. It brings together OUE's programs and services that focus on advising, tutoring, pre-graduate & pre-health advising, and first-generation & limited income student resources. It also provides leadership and coordination for Georgia Tech's Complete College Georgia and Momentum Approach initiatives. Learn more at **success.gatech.edu**.

Programs & Services

First-Generation & Limited Income Student Initiatives
firstgen.gatech.edu

First-Generation & Limited Income Student Initiatives creates an environment for first-generation and limited income students that welcomes diverse cultures and ideas that inspires holistic learning and champions innovation. Core programs:

▷ **First-Gen Jackets Peer Mentoring**
▷ **First-Gen College Celebration Week**
▷ **First-Gen College Institute**
▷ **GTF1RST iGnite**
▷ **First-Gen Recognition Ceremony**

Pre-Graduate & Pre-Professional (PGPP) Advising
pgpp.oue.gatech.edu

PGPP Advising helps students throughout their time at Georgia Tech (and sometimes after). PGPP prepare competitive applications for health professional school, graduate school, or institutionally endorsed fellowship opportunities. Core programs:

▷ **Pre-Health**
▷ **Pre-Teaching**
▷ **Prestigious Fellowships**
▷ **Pre-Graduate**

Tutoring & Academic Support (TAS)
tutoring.gatech.edu

TAS provides free tutoring to all undergraduate students. Academic support is available by appointment, at drop-in desks, and in group study sessions. Core programs:

▷ **1-to-1 Tutoring**
▷ **Peer-Led Undergraduate Study (PLUS)**
▷ **Drop-In Tutoring**
▷ **Learning Assistant Program**

Undergraduate Advising & Transition (UAT)
advising.gatech.edu

UAT provides support for students to identify and achieve their academic and professional goals. UAT also provides academic intervention programs and services for students who are experiencing academic difficulty. Core programs:

▷ **Academic Coaching**
▷ **Exploratory Advising**
▷ **Transfer2Tech Peer Mentoring**
▷ **Success Workshops**

Contact Us:
Clough Commons, 2nd Floor
266 4th St NW, Atlanta, GA 30332
W: success.gatech.edu
E: success@gatech.edu

GT | Academic Success and Advising